



Our vision

Prince Henry's will become internationally recognised as an exceptional school with a culture of **respect**, where we can all **flourish** and **achieve**.



Prince Henry's Grammar School
COLLABORATIVE LEARNING TRUST



Comments from Former Students

- “I have really enjoyed all the years I have been at PHGS. It has been a big part of my life that I shan’t forget in a hurry.”
- “Best aspect of the sixth form is being able to communicate with teachers whenever I needed help or just to talk.”
- “You will not regret choosing Prince Henrys Sixth form. It has been the best time of my life.”



September 2024

Year 12 Parent Introduction Evening

Claire Willis

Assistant Headteacher: Post-16 Learning

Matthew Faulkner

Post-16 Director of Curriculum and Transition



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Respect ♦ Flourish ♦ Achieve

Meet the team

Mrs Willis – Assistant Headteacher

Main role – oversight of the progress and welfare of all students in Sixth Form; organising HE and careers programme; Year 13 transition and well-being; Open Options coordinator



Mr Faulkner – KS5 Director

Main role – organizing enrichment and wider curriculum; supporting Y12 transition and well-being



Meet the team

Mrs Robinson-Junni – Post-16 Year Manager

Main role – pastoral support for all Sixth Form students; managing the Senior Student team; support for Professional Vocational Pathway students



Miss Rosillo – Enrichment and work experience coordinator

Main role – organising the enrichment programme and running the work experience offer, supporting students with finding placements.



Mrs Doyle – Sixth Form study support coordinator

Main role – supervising the Quad and mentoring students to support with organisation and independent learning. UCAS Support for Year 13

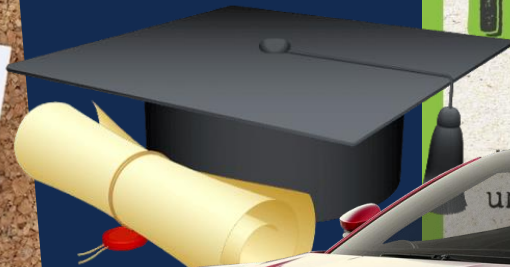
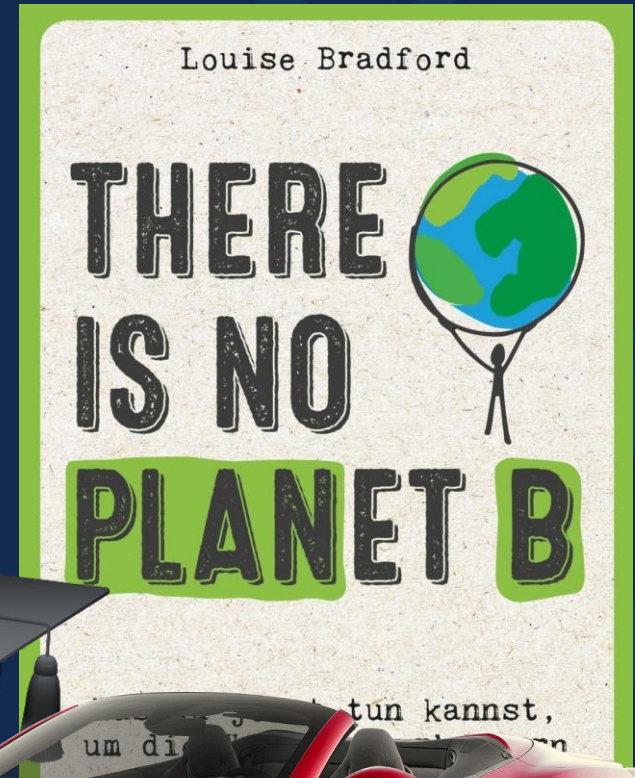


Vision and values



Sixth Formers' visions

A* A* A* A* A* A*



Vision and values

‘What and why’ - values and vision provide the ‘why’

Honesty
Respect
Kindness

Confidence
Flourish
Independence

Ambition
Achieve
Resilience

**Underpinning
VALUES**

WHAT:

What do we do every day?
How do we teach?
How does the school run?

**VISION of
the future**



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'Achievement' and ambition

- Get good grades?
- Get good job, apprenticeship or university place?
- Money?
- Achieve something for themselves or for the community/ies around them

Ambition
Achieve
Resilience

Extrinsic motivation

Please others, gain external rewards, live up to expectations, avoid consequences of failure

Intrinsic motivation

Help others, make themselves proud, set their own expectations, genuine desire for a goal, inherent enjoyment



Resilience

- Open mindset
- Coping with mistakes
- Focusing on the process, not the product

Ambition
Achieve
Resilience

Ability/intelligence = success = proven in external validation

I am clever / good at my subjects
I must prove it
Terrified of failure

I am not clever / good at subjects
There is no point
Gives up

Success = current level of ability/intelligence/performance...

+ time

**+ action/
habits/
decisions**

**+ guidance,
practice,
reflection**

**+
motivation**

Key changes from Years 7-11

- No planner
- Change from uniform to dress code – flexibility but high standards expected
- Home private study and independent learning
- Opportunities for personal development
- Move from PD to Standards for Learning



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Respect ♦ Flourish ♦ Achieve

Supporting your child

- Organisation
- Managing independent study
- Balancing paid work
- Looking for next steps – Unifrog and UCAS Hub



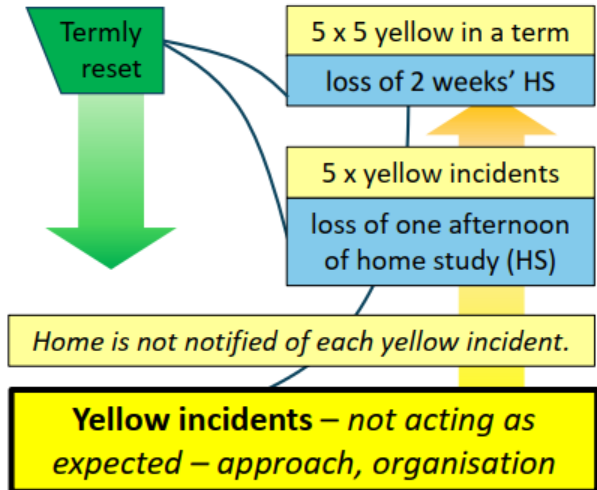
Standards for Learning

- Key way we identify issues for support
- Red and Yellow Points
- Parents receive email about Red points
- Interventions at different stages (parents involved at stage 2)
- Opportunity to move back down the scale
- Rewards and celebrations of achievement



The sanctions element of Standards for Learning is based on the below principles:

- **High standards.** Students have freely chosen Sixth Form study with us. They should be setting the highest standards of commitment and behaviour. However...
- **Accepting mistakes.** Anyone can make a mistake. Students have the chance to make multiple small errors at each stage, but will be helped to improve.
- **Honesty and kindness.** Staff will tell students when they sanction them, and help them to change their behaviour.
- **Chances to change.** Interventions at each stage give students chance to correct their approach. At each stage, as the 'temperature rises', chances are given to 'cool off' through points reductions and resets.

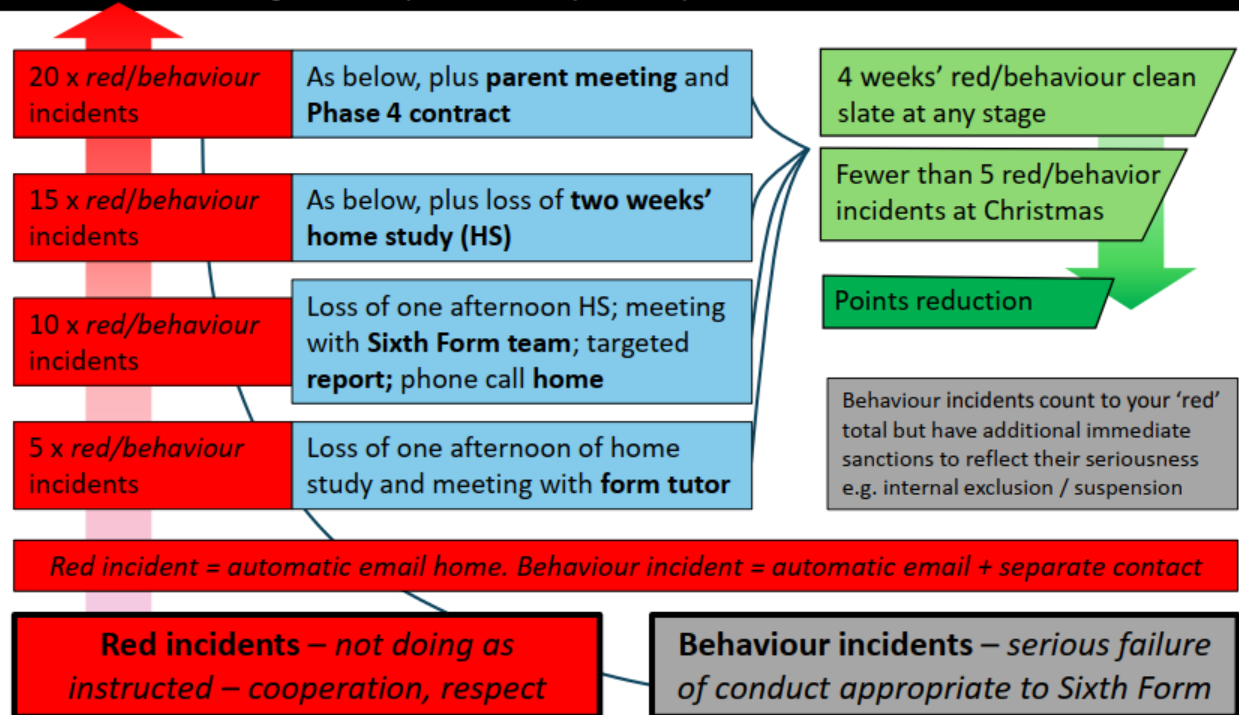


Standards for Learning - sanctions



Yellow incidents
 Red incidents
 Behaviour incidents
 Sanctions issued
 Resets / reductions

Phases 4, 5 and 6 include formal contracts and are reviewed every four weeks. Breach of a final contract will lead to a governors' panel and may lead to permanent exclusion from the Sixth Form.



Course choices

- Possible to swap courses for the first 3-4 weeks if space
- Guidance given about course combinations
- Staff may highlight causes for concern – students may be recommended to switch courses
- Any worries, please communicate with us
- Independent careers advice available



MEAs

- Minimum Estimated Attainment – normally calculated statistically
- Not a ceiling or a high-pressure expectation
- Separate from university predicted grades



Reporting

- Progress reports in November, March and July
- Report on predicted progress towards MEA and ATL – combination is important
- Parents' evening December (online)



Vision and values



Respectful community

- Kindness, honesty
- Inclusion, tolerance, diversity
- Membership, commitment

Community membership – ‘professionalism’, ‘citizenship’

- Does not mean: ‘I’m a grown-up so I shouldn’t be subjected to any rules’(?!)
- Membership of a *chosen* community comes with rights and responsibilities
- We have rules because it helps to build a community and to create high standards
- Contributing to *and* drawing upon a community
- Doing the right thing **for your community** is about helping to **create the right culture**
e.g. phones and dress code!



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Honesty
Respect
Kindness

Flourish

- Individual personal development and personal support
- ‘The wider curriculum’
- Enrichment
- Volunteering
- Student leadership
- PSHE programme: health and wellbeing, living in the wider world, relationships
- ‘Future focus’ days (not ‘PSHE days’)

Confidence
Flourish
Independence



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Next Steps

- Unifrog
- Early Deadline HE Information Evening – February
- Normal deadline HE and Alternatives Information Evening – March
- Student research program – PSHE days and form time from June onwards
- HE parent appointment evening – Sept 2025
- UCAS deadlines – 15th October 2025 and January 2026 (tbc)



Pathways support

- Oxbridge Academic
- Professional Academic (Medics/Vets/Dentists)
- Open Options
- Professional Vocational
- Sports Professional



16-19 Bursary

- Policy on the website
- Students eligible for FSM should apply and need no further evidence of income
- Household income of £30,000 or less may also apply – means tested
- Contribution towards travel expenses and school meals. Possibility of support towards other one-off costs.



Mental health

- Pro-active messages around mental health and supporting each other
- Encouragement of the 'open mindset'
- Friends
- Tutors, teachers, Sixth Form team
- 'Open Door' policy in the Sixth Form office
- Links on the student Sharepoint
- Longer-term support and links to external support



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Any Questions?



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